



StrateNotes

The University of Kansas Center for Research on Learning • August 2005 • Volume 13, Issue 9

Calendar

October 12-15, 2005

Instructional Coaching
Institute
Lawrence, Kan.

November 4-5, 2005

Northeast Region
Update
Westin Hotel,
Providence, R.I.
Organizer: Alice Henley
(henley@ctserc.org)

January 19-20, 2006

Florida Update
Organizer: Margie Ringler
(projcentral@mail.ucf.edu)

February 10-11, 2006

West Region Update
Harrah's Las Vegas Hotel,
Las Vegas
Organizers: Barbara
Millikan (Barbara_
Millikan@beavton.k12.
or.us) and Susan P. Miller
(millersp@unlv.nevada.
edu)

March 2-4, 2006

Southeast Region
Update
Holiday Inn Historic
District, Charleston, S.C.
Organizer: Jerri Neduchal
(JerriNSisinc@aol.com)

June 22-24, 2006

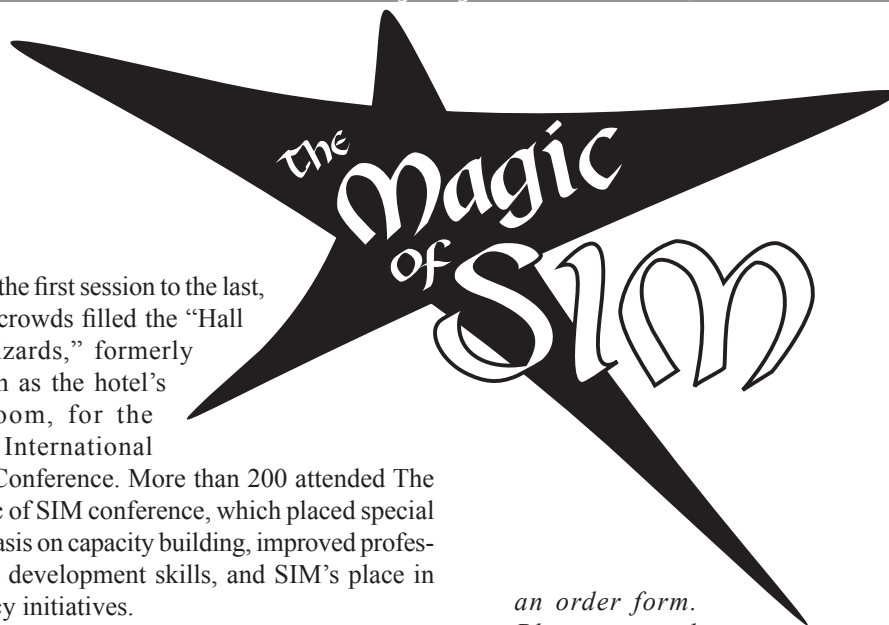
CAL-SIM
Sacramento, Calif.
Organizers: Peggy
and Jeff Reyes
(jrpeg@comcast.net)

July 17-18, 2006

SIM Preconference
SpringHill Suites,
Lawrence, Kan.

July 19-21, 2006

International SIM
Conference
SpringHill Suites,
Lawrence, Kan.
Organizer: Mona Katz
(crl@ku.edu)



From the first session to the last, large crowds filled the "Hall of Wizards," formerly known as the hotel's ballroom, for the 2005 International

SIM Conference. More than 200 attended The Magic of SIM conference, which placed special emphasis on capacity building, improved professional development skills, and SIM's place in literacy initiatives.

Three general sessions were among those building on these themes:

- Barb Ehren's *The Language of Literacy* examined the many terms associated with literacy. To have important conversations about the listening, speaking, reading, and writing abilities of adolescents, we need to be speaking the same language, Barb said. She defined and discussed the use of a variety of current terms.
- *Bringing About and Sustaining Change in Schools: Lessons Learned and Guiding Principles* featured the combined wisdom of Don Deshler, Barb Ehren, Jim Knight, and Reed Deshler (Don's son). The presenters offered their perspectives and suggestions drawn from the time they each have spent in the trenches leading and implementing change initiatives in complex organizations and with the people who work in them.
- Don wrapped up the conference with a closing session examining *SIM and the Adolescent Literacy Movement*. He highlighted key national and state trends and explained the implications of these trends on the work of the center as well as new developments taking place at KU-CRL to enable us to remain a part of rather than apart from decisions being made about struggling adolescent learners.

You may purchase DVDs of selected conference sessions. See page 7 for

an order form.

Please note that DVDs of the sessions by special guest speaker Dr. Thomas Guskey are not available. For descriptions of other conference sessions, visit our web site, www.kucrl.org/conference.

Keynote speaker

Thomas Guskey's keynote address and following session were particularly relevant to professional development practices. Dr. Guskey, a former middle school and high school teacher and administrator in the Chicago Public Schools, is now professor of educational policy studies and evaluation at the University of Kentucky.

In his funny and engaging style, Dr. Guskey expanded on his notions regarding effective professional development and school-wide change. He likened systems change to one person pushing an elephant from behind: If you are the person in that position, he said, you must be careful where you push as well as where you step.



*Keynote speaker
Thomas R. Guskey*

Guskey resources

Evaluating Professional Development (2000). Thousand Oaks, CA: Corwin Press. (National Staff Development Council Book of the Year, 2000)

Professional Development in Education: New Paradigms and Practices (with M. Huberman). (1995). New York: Teachers College Press. (NSDC Book of the Year, 1996)

Dr. Guskey also has written numerous articles about best practices in professional development. Many articles are available on the NSDC web site: www.nsd.org. Search for "Guskey" to retrieve a list of available articles on the site.

SIM PD news

The following individuals attended a Potential Learning Strategies PD Institute in June in El Paso, Texas: Beth Bunt, Bev Given, Alfonso Jaquez, Becky Montes, Sandra Olivas, Serena Proffitt, Mary Salazar, and Irma Sierra. Conn Thomas conducted the institute.

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FIGURE 1

Levels of Professional Development Evaluation

1. Participants' reactions to the experience
2. Participants' learning from the experience
3. Organization support and change
4. Participants' use of new knowledge and skills
5. Results: Student learning outcomes

Dr. Guskey outlined five levels of evaluation for professional development, from the individual teachers' experience to organizational support to student results (Figure 1).

"Each of these levels is important. Each level builds on those that came before," he said. But then he cautioned: "When you plan for professional development, the order must be reversed. You need to start with that focus on students."

Dr. Guskey offered several principles of effective professional development to help SIM professional developers work through the process of devising effective professional development plans for a school or district.

Begin with a clear focus on learning and learners. For each level of professional development, you must establish clear goals and assessment procedures to document progress. These will help you keep professional development efforts on task and prevent distraction by peripheral issues. Dr. Guskey suggested three questions to help guide this stage of planning: How does this activity relate to the school mission? What are the intended student learning outcomes? What evidence best reflects those outcomes?

Engage in rigorous self-analysis. Self-analysis requires the courage to ask tough questions and the skill to find honest answers, Dr. Guskey said. Self-analysis means continually asking who is not learning, why, and what can be done about it. It does not require a

with the knowledge they need to be able to use the resulting information effectively to improve practices.

Recognize change is an individual and organizational process. Understanding what you want to improve and how it can be done well will tell you what organizational change is needed, he said. Another crucial skill for professional developers is the ability to address the concerns individuals typically have when confronted with change: What does it mean to me? How can I make it work in *my* classroom with *my* kids? What results will this bring for students?

Think big, but start small. Dr. Guskey said evidence shows that biggest results won't be achieved until the second year after a new practice has been implemented. Therefore, an effective professional development plan must look three to four years into the future. He echoed a long-held belief of KU-CRL and SIM Network members when he said "the most vital dimension of professional development is not the initial training; it is the follow up."

Although the professional development plan must consider the long-term needs of the school, teachers must see a new practice making a difference for their students almost immediately—within two weeks, Dr. Guskey said. Otherwise, teachers may revert to previous instructional practices out of fear that students are not learning as well as they did before the new practice was implemented.

(See Guskey Resource at left.)

sophisticated statistical analysis, though. Dr. Guskey said self-analysis can be as simple as determining which quiz questions are missed most frequently. A professional developer's role is to equip teachers and administrators

Conference Fun Fact: SIM Professional Developers came from 29 states and Canada for the 2005 International SIM Conference. Seven states had participants in the double-digits: Michigan, 23; Texas, 21; Minnesota and Iowa, 16 apiece; Kansas, 14; Florida, 12; and Missouri, 10.

2005 winners

*Gordon R. Alley Partnership Award, SIM Leadership Award,
SIM Administrative Leadership Award, SIM Impact Award*

Gordon R. Alley Partnership Award

The Gordon R. Alley Partnership Award acknowledges the outstanding contributions of individuals for their work in enabling the University of Kansas Center for Research on Learning to fulfill its mission. Gordon, one of KU-CRL's founding members and key investigators, was a highly valued partner to his colleagues. He generously shared his expertise and time to enable others to reach their goals. The Gordon R. Alley Partnership Award is given to other professionals who contribute to the work of the Center in the same spirit.

Jerry D. Bailey

University of Kansas

Jerry has been a strong supporter of SIM and KU-CRL for more than 15 years. As director of the Institute for Educational Research and Public Service (IERPS), as interim dean, and as associate dean, Jerry has been an influential advocate with the School of Education, the university as a whole, and the educational community at large. SIM Professional Developer Vicki Cotsworth first worked with Jerry when she served as a SIM instructor in the Kansas Governor's Academy, a program attended by teams consisting of a teacher and two sophomores in need of academic support. Teachers attended academic classes—including one focusing on SIM interventions—with their students in the mornings and spent afternoons learning more about SIM. Jerry also included SIM in five GEAR UP grants submitted by IERPS, and SIM has been the cornerstone of one of those grants for the last six years. Jerry has worked behind the scenes on behalf of KU-CRL on numerous projects and initiatives, and he has opened district doors for our researchers throughout the Midwest. Jerry is passionate about things that make a difference in the quality of education for struggling learners and takes every opportunity to elaborate on the power of SIM.

SIM Leadership Award

The SIM Leadership Award recognizes individuals who have shown exceptional leadership and excellent service to SIM by helping educators become strategic teachers and, as a result, students become strategic learners and who have been leaders in the SIM Network.

Joan Fletcher

President of Winning Ways, Inc., and
Independent Professional Developer
Oakton, Virginia

Joan has a long and productive history with SIM, beginning as a teacher in Florida in 1986 before becoming a certified professional developer in 1988. Since then, she has trained more than 600 teachers and mentored some of these to become professional developers. She facilitated the Virginia Potential Professional Developers Institute in 2001 and served as mentor for each of the 20 learning strategies potential professional developers in that class. Joan has made huge efforts to see SIM implemented in two Virginia counties, including one that is the seventh largest school district in the country. She planned, coordinated, and executed two Northeast Regional Update Conferences in Washington, D.C., in recent years, has presented at the international conference, and is assisting with KU-CRL's current statewide SIM project in Virginia. Joan, who has provided professional development in more than 20 strategies and routines, is especially concerned with implementation. As such, she is dedicated to working with each teacher and school division to increase their SIM implementation rates.

Ginger Williams

Adjunct Professor, California
State University—Northridge and
Independent Professional Developer
Los Angeles, California

For more than 20 years, Ginger has been a passionate and dedicated SIM teacher, mentor, and professional developer. In 1983, she was instrumental in bringing a team led by Don Deshler to California to present SIM. Ginger, who held teaching and administrative positions in her career, retired in June 2003 to spend time working with research field-validated strategies and routines. At California State University—Northridge, she has worked with 12 new special educators in a district intern program for the last two years. The group graduated this year with full credentials and SIM strategies and routines in their tool kits. Five years ago, Ginger volunteered to be a state leader and to work with all of the other SIM Professional Developers in California. She has worked closely with KU-CRL to revive the CAL-SIM connection and organized the California Potential Professional Developers for Content Enhancement Institute several years ago. Ginger and SIM PD Barb Glaeser organized the first SIM update in California in June 2001, and last year Ginger was in charge of the annual CAL-SIM update.

• *Strategic Notes* • Volume 13, No. 9 • August 2005 •

SIM Administrative Leadership Award

The SIM Administrative Leadership Award honors a person who is associated with the SIM Professional Developers' Network and who serves in an administrative position. The award recognizes individuals for outstanding leadership and contributions in promoting SIM and other research-based practices.

Doris Williams

Maryland State
Department of Education

Doris Williams is the driving force behind Maryland's Passport to Success project, a replication of KU-CRL's Pathways to Success project. The goal of the five-year-old project was to create several demonstration middle schools in which every child learned SIM strategies and routines. There are now five demonstration middle schools in Anne Arundel County, and all have a common language in SIM. Each school determines the strategies and routines to be used and embeds its choices in its school improvement plan. Each school has a part-time facilitator (or instructional coach) and a paraprofessional who teaches the *Word Identification Strategy* to small groups. During 2005-2006, several new middle schools from around the state will enter the project. As the project director who wants everyone—especially students—to be successful, Doris constantly encourages staff to examine successes and failures as opportunities to learn and grow. Doris sees in SIM a selection of tools each school can use on its way to improving student achievement.

SIM Impact Award

The SIM Impact Award is presented to schools or school systems that have incorporated many components of the Strategic Instruction Model throughout major segments of their entire school or school system.

Science Department, Turlock Junior High School Turlock, California

Through a comprehensive, collaborative effort to infuse SIM throughout their classes, the highly innovative and committed teachers of the Science Department at Turlock Junior High School are leading the school in the area of literacy. They care not only about the science that the students are learning but also about the literacy and social skills their students possess. SIM Professional Developer Cathy Spriggs began working with the content teachers in the 1990s. Since then, teachers have aligned their content with the state curriculum and with each other and continue to develop a strategic science program. Recently, the Science Department led the entire school in the area of writing. After learning about the *Paragraph Writing Strategy*, teachers designed a Frame to be used for writing good paragraphs and taught the process to their students. Then, they decided to have students write paragraphs at least once a week. Students now use Frames to organize their projects and writing assignments. The departments' efforts have resulted in great increases in students' ideation, details, and paragraph coherence.

** Representatives of the Turlock Junior High School Science Department were unable to attend the recognition luncheon. The award will be conferred at a later date.*

Cobb Middle School Tallahassee, Florida

Cobb Middle School is a model of schoolwide SIM implementation. Cobb's SIM adventure began in the 1980s, when it included instruction in the *Sentence Writing*, *Paraphrasing* and *Word Identification* strategies in its exceptional student education classes. Additional strategies and Content Enhancement Routines were introduced beginning in 1996. The school's early efforts laid the foundation for the exciting SIM instruction taking place throughout the school today. For the past four years, all of Cobb's teachers have used Content Enhancement Routines—including *Clarifying*, *Concept Mastery*, *Unit Organizer*, *Course Organizer*, *Vocabulary LINCing*, and *Framing*—in their classes. All teachers also use the *Framing Routine* to teach social skills expectations. A reading class features instruction in the *Test-Taking*, *Sentence Writing*, *Word Identification*, *InSPECT*, *Paraphrasing*, and *LINCS Vocabulary* strategies, and all classes support and encourage generalization of these strategies. Because of its focused efforts, Cobb has seen reading comprehension rates improve, writing skills infused throughout the curriculum, and research-based programs and strategies offered throughout the school.

** Representatives of Cobb Middle School were unable to attend the recognition luncheon due to inclement weather. The award will be conferred at a later date.*



Jerry Bailey



Joan Fletcher



Ginger Williams



Doris Williams

Thank you!

When I walked into the SIM International Conference ballroom on July 21 after the last conference session of the day, The Magic of SIM conference suddenly became even more magical for me.

I thought that I was supposed to be conferring with the group of El Paso, Texas, professional developers. Instead, the ballroom was full of the conference participants who were there to surprise me with a fantastic party to celebrate my forthcoming retirement on April 1.

Led by Gail Cheever and Patty Graner, I was royally treated to a most memorable fun occasion. Gail, Patty, Jerri Neduchal, Diane Gillam, Sheri Fiskum, Keith Lenz, Vince and Barb Glaeser, and Paula Filler gave verbal presentations to fill the program with magical fun and special contribution of SIM memories with me through the years.



event. They may even understand now why "Mimi" keeps so busy.

I take this opportunity to thank each of you for your messages, cards, notes of thanks, and the very special retirement travel fund that my husband Stan and I have been presented from the Network.

All of the messages and cards were presented to me in a beautiful magical box that I have been told to open and re-read when I get lonely next spring for all of my very special people in the SIM Network.

I appreciate each of you and admire the way that you care so much about students and learning *and* the amount of effort that you give to provide rich effective professional development for teachers. Please know that you will be in my thoughts in the coming years, and I thank each of you for what you are and do.



Jan Roth
Director of Professional Development

New award honors Jan's spirit, dedication

KU-CRL unveiled a new award during the 2005 conference: The Janet Roth Spirit Award. The first recipient of this award was...Janet Roth! More information about the award will be available on the KU-CRL web site, www.kucrl.org.

Certificates presented

The following people received their certificates during the conference. Congratulations to all!

Note: The list includes the type of certificate presented and the professional developer leader (PDL) who worked with the newly certified SIM Professional Developer.

Learning Strategies

From Kansas: **Tonya Waller**. PDL: Patty Graner and Barbara Ehren.

From Louisiana: **Clara McNeely**. PDL: Patty Graner and Barbara Ehren.

From Michigan: **Brenda Benedict, Kathleen Lutkus, Kirsten Myers, and Ellen Thompson**. PDL: Sue Woodruff.

From Minnesota: **Brenda Mayer**. PDL: Rosemary Tralli.

From New York: **Dotti Turner**. PDL: Patty Graner and Barbara Ehren.

Content Enhancement

From California: **Jeff Reyes**. PDL: Sue Woodruff.

From Kentucky: **Robin Chandler**. PDL: Nancy Sander.

From Massachusetts: **Donna Fava, Monica Phelps, and Lisa Sligh**. PDL: Jim Knight.

From Michigan: **Isabel Blake-Evans**. PDL: Sue Woodruff.

From Texas: **Rebecca Bunt, Desiree Espinoza, Alfonso Jaquez, Rebecca Montes, Sandra Olivas, Mary Salazar, and Irma Sierra**. PDL: Conn Thomas.

Attendance pins

Several people were honored during the conference for their many years of attendance, including one who received a pin for attending 15 of the past international conferences: **Beverly Colombo**.

Receiving 10-year pins were **Barbara Ellett, Patty Graner, Beverly Mommsen, Luanne Todd, Rosemary Tralli** (recognized for 11th year since she was not recognized at 10th), and **Mary Wiesen**.

Eleven people received five-year pins: **Frances Ihle, Barbara Ehren, Linda Estes, Monica Harris, Cynthia Lindemeyer, Margie Motzel, Mary Porter, Alberta Roth, Sharon Saunders** (recognized for her 7th year since she was not recognized at 5th), **Amy Scheuermann**, and **Olivia Scott**.

New Pathways to Success grant

KU-CRL has received a grant worth nearly \$9.3 million over six years to help students in Topeka (Kan.) Public Schools prepare to continue their educations after high school.

The grant, funded by the U.S. Department of Education's Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP) program, will provide more than \$1.5 million a year for the Pathways to Success project. Jim Knight, KU research associate, is the project's director.

Beginning this fall, Pathways to Success staff will work with sixth- and seventh-grade students in all six Topeka middle schools. The project will include one instructional coach per school, who will work with classroom teachers to improve the quality of instruction; a telementoring coordinator for the district, who will use e-mail and the Internet to connect students to mentors around the world; and additional teachers, who will work directly with students on their reading skills.

For more information, visit our web site, www.kucrl.org.

Faces of the conference



See more at www.kucrl.org!

2005 Conference Session DVD Order Form

DVDs of several of this year's conference sessions are available for purchase at a **cost of \$10 per session**. Please use this form to order.

Name: _____

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☐ Check here if you need videotapes instead of DVDs.

_____ Kaleidoscope Session	_____ The Language of Literacy, <i>Barbara Ehren</i>	_____ Six Trait and SIM: A Perfect Marriage for Writing Instruction, <i>Rosemary Tralli</i>
_____ Poster Session	_____ The Launching of GIST, the New Interactive Organizer, <i>Keith Lenz</i>	_____ Starting Behind...Finishing Ahead: A Blueprint for Academic Support for At-Risk College Students, <i>Kathleen Gabriel</i>
_____ Background Knowledge, Vocabulary, & Content Enhancement: How They Intertwine and Where SIM Can Bridge Research & Practice, <i>Susan K. Woodruff</i>	_____ Magic! How Did You Do That? <i>Ken Geisick and Peggy Graving-Reyes</i>	_____ Technology and Tricks in Support of SIM Professional Development, <i>Helen Barrier</i>
_____ Bewitched by Words, <i>Peggy Graving-Reyes</i>	_____ Modeling: A Touch of Magic, <i>Jerri Neduchal</i>	_____ Virtual Social Skills Instruction, <i>Sue Vernon and Kristin Vernon</i>
_____ CBAM: Evaluating Professional Development without Smoke and Mirrors, <i>Barbara Ehren, Patricia Graner, and Anita Friede</i>	_____ Multiple Development Efforts in Reading: The Next Generation of SIM Reading Strategies, <i>Irma Brasseur, Jan Bulgren, Mike Hock, and Susan Woodruff</i>	_____ Vocabulary: Where Does SIM Fit In? <i>Monica Harris</i>
_____ Closing Session: SIM and the Adolescent Literacy Movement, <i>Don Deshler</i>	_____ New SIM Technology Developments To Help Create SIM Magic, <i>Jean Schumaker</i>	_____ Workshop: Using Guskey's Five Levels For Evaluating SIM Professional Development, <i>Sue Woodruff and Rosemary Tralli</i>
_____ The Essay Test-Taking Strategy, <i>Jean Schumaker</i>	_____ Opening Session: Preview of the Magic of SIM, <i>Don Deshler</i>	
_____ Focus Sessions: DISSECT Words, Not Frogs; Become a RAP Star; King Tut, the Perfect Candidate to FRAME; Revitalizing Vocabulary Professional Development with the Clari-fying Routine and LINCing Routine , <i>Joan Nejezchleb, Pam Leitzell, Ginger Williams, and Luanne Todd</i>	_____ The ORDER Routine, <i>Don Deshler, Anita Friede, and Dorothy Turner</i>	
_____ General Session: Bringing About and Sustaining Change in Schools: Lessons Learned and Guiding Principles, <i>Don Deshler, Barbara Ehren, Jim Knight, and Reed Deshler</i>	_____ Research on the Development and Use of Content Enhancements in Secondary U.S. History Classes: Comparison of Different Levels of Professional Material Development Support, <i>Janis Bulgren and Monica Harris</i>	
	_____ Roundtable Session for Preservice Educators, <i>Barbara Glaeser</i>	

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Authorization: _____

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